Student Support

Every pathway student is supported by pathway staff, partners, and families. The pathway Community of Practice tailors learning experiences to students' individual developmental needs, skills, strengths, interests, and aspirations. Pathway staff, in consultation with families and service providers, identify and address the academic, personal, and social-emotional needs of every student so that she or he makes progress toward achieving personalized college and career goals and pathway student learning outcomes.

Reflect on Your Practice

- What practices have individuals on the pathway team used to develop supportive student relationships in the past?

- How have team members used social and emotional learning or team building to develop classroom culture?

- Based on prior experience, what types of supports do students need the most? What have been the challenges and successes around getting students the supports needed?

Foundational Steps

- Increasing awareness and understanding of the resources available on campus and in the district for English Language Learners and Special Education Students.

- Identifying a process for enlisting school and district resources to provide students with enriched supports when needed.

- Increasing knowledge and understanding about the families and resources in the school community.

P6. Student Support

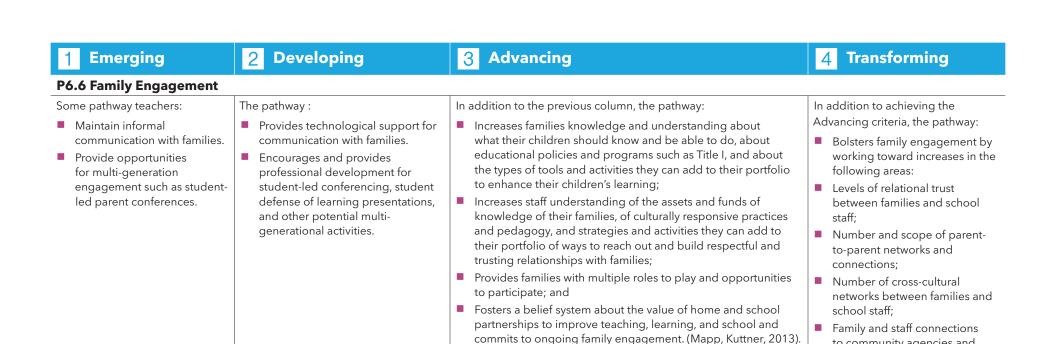| **1** Emerging	**2** Developing	**3** Advancing	**4** Transforming
P6.1 Academic Learning			
Pathway teachers: ■ Identify existing resources for Special Education, English Language (ELL) and Advanced Placement (AP) Learners. ■ Identify resources for additional support in gatekeeper areas such as algebra and reading comprehension.	In addition to previous column Pathway teachers: ■ Utilize best practices to adapt curriculum into lesson plans designed to address ELL, Special Education, and AP student needs. ■ Provide targeted support, including intervention, acceleration, credit recovery, and remediation services for some students in need.	In addition to previous columns, the pathway team: ■ Identifies, through an agreed-upon process, individual students' academic, personal, and social-emotional needs and provide appropriate scaffolds. ■ Provides extended learning opportunities utilizing before and after school and summer bridge programs. ■ Establishes a formal tiered plan for support services and differentiated interventions for all students in need. ■ Create multi-modal learning experiences that maximize language production and increase learning access and expression. ■ Create learning experiences that build on strengths listed in Individual Education Plans (IEP) and further develop challenge areas. ■ Distinguish language development from concept attainment and track and support progress in both areas.	In addition to the Advancing criteria, the pathway team regularly collects and analyzes data to: ■ Ensure that each student's challenges as well as talents, skills, strengths, interests, and aspirations are taken into account when developing learning supports for them. ■ Ensure all teachers are provided the professional development and classroom resources needed to accelerate learning.
P6.2 Student Agency			
Some pathway teachers: ■ Provide learning activities that help develop self-awareness and connection to school. ■ Identify opportunities to help students learn what motivates, inspires, and interests them. ■ Support some students to set goals based on standards and track achievement over time. ■ Provide instruction about and assessment of academic behaviors that support achievement.	The pathway: ■ Provides learning activities that help develop self-awareness and connection to school. ■ Gives students the opportunity to learn what motivates inspires, and interests them. ■ Develops growth mindsets by requiring students to set goals based on standards and track achievement over time. ■ Builds student capacity to adopt academic behaviors such as class participation, homework completion, time management, and a variety of study skills and techniques.	In addition to the previous column, the pathway: ■ Provides learning activities that emphasize self-reflection, school connectedness, and intellectual openness. ■ Supports all students to engage in work that motivates, inspires, and interests them. ■ Supports all students to practice academic behaviors and learning strategies and assesses their progress over time. ■ Fosters student agency by using instructional practices that: • Demonstrate care and interest in student's whole person and perspective; • Captivate and engage; • Provide clarifying instructional feedback; • Summarize, consolidate, and integrate learning (Ferguson, 2015); • Provide relational, ideational, and material resources that positively reinforce students' academic and intellectual identity and heritage (Nasir 2012).	In addition to achieving the Advancing criteria, the pathway: ■ Supports all students to engage in regular use of articulated Habits of Mind, Work, and Collaboration and participate in individual and group reflection on growth in these areas.

1 Emerging	2 Developing	3 Advancing	4 Transforming

P6.3 Social and Emotional Learning

Some pathway teachers:	The pathway:	The pathway:	In addition to achieving the Advancing criteria, the pathway:
■ Create lesson plans that introduce emotion regulation, conscientiousness, social skills, social awareness, and respect for diversity. ■ Discuss the value of pathway community expectations with students.	■ Helps students build capacity in emotion regulation, conscientiousness, social skills, and respect for diversity in perspective, person, and thought. ■ Defines and teaches the norms and community expectations they expect students to follow.	■ Introduces, builds capacity in, and supports student self-assessment of emotion regulation, conscientiousness, social skills, and respect for diversity in perspective, person, and thought. ■ Defines, teaches, consistently demonstrates, and provides feedback on the norms and community expectations they want students to follow.	■ Utilizes quality criteria reflective of social and emotional learning (SEL) standards to guide lesson plan and assessment development. ■ Uses clearly defined graduate profile characteristics to gauge student progress in 21st century skills development.

P6.4 Safety and Behavioral

Some pathway teachers:	The pathway:	The pathway:	In addition to achieving the Advancing criteria, the pathway:
■ Independently employ alternatives to traditional school discipline in response to behavior concerns. ■ Design community engagement activities that build awareness of expectations beyond school.	■ Sometimes uses alternatives to traditional school discipline such as Restorative Justice or Positive Behavioral Interventions and Supports. ■ Develops students' understanding of community involvement, values, and behaviors.	■ Consistently applies a formalized, district-approved, behavior intervention plan across the pathway that utilizes alternatives to traditional school discipline. ■ Helps students develop a community orientation and appreciation of their role, value, and potential impact in society.	■ Annually assesses pathway quantitative and qualitative discipline data to identify patterns, surface best practices, and refine support. ■ Connects the pathway community to the larger community through organizational partnerships that help facilitate service learning and civic engagement opportunities.

P6.5 Student Engagement

Some pathway teachers:	The pathway:	In addition to the previous column, the pathway:	In addition to achieving the Advancing criteria, the pathway:
■ Help students orient to school processes and access school resources. ■ Collect student input and feedback.	■ Facilitates a formal orientation process for incoming students that alerts them to available supports and resources and prepares them for success. ■ Implements processes to ensure student feedback is obtained.	■ Supports the development of pathway handbooks, maps, and orienting and access resources in all the languages represented by the school population. ■ Reviews student feedback and data to gauge interest and engagement and refine the program of study.	■ Provides students with leadership, governance, and representation opportunities that allow them to be a part of the pathway design and refinement discussion.

1 Emerging	2 Developing	3 Advancing	4 Transforming

P6.6 Family Engagement

1 Emerging	2 Developing	3 Advancing	4 Transforming
Some pathway teachers: ■ Maintain informal communication with families. ■ Provide opportunities for multi-generation engagement such as student-led parent conferences.	The pathway : ■ Provides technological support for communication with families. ■ Encourages and provides professional development for student-led conferencing, student defense of learning presentations, and other potential multi-generational activities.	In addition to the previous column, the pathway: ■ Increases families knowledge and understanding about what their children should know and be able to do, about educational policies and programs such as Title I, and about the types of tools and activities they can add to their portfolio to enhance their children's learning; ■ Increases staff understanding of the assets and funds of knowledge of their families, of culturally responsive practices and pedagogy, and strategies and activities they can add to their portfolio of ways to reach out and build respectful and trusting relationships with families; ■ Provides families with multiple roles to play and opportunities to participate; and ■ Fosters a belief system about the value of home and school partnerships to improve teaching, learning, and school and commits to ongoing family engagement. (Mapp, Kuttner, 2013).	In addition to achieving the Advancing criteria, the pathway: ■ Bolsters family engagement by working toward increases in the following areas: ■ Levels of relational trust between families and school staff; ■ Number and scope of parent-to-parent networks and connections; ■ Number of cross-cultural networks between families and school staff; ■ Family and staff connections to community agencies and services; ■ Family and staff comfort levels and sense of self-efficacy during home-school partnership events and activities; and ■ Number of families and staff from diverse backgrounds taking on leadership positions. (Mapp, Kuttner, 2013).